

W M Anderson Primary

500 Lexington Ave.,
Kingstree,, South Carolina 29556

Grades	K-3 Elementary School	
Enrollment	678 Students	
Principal	Dr. Teresa H. Wright	843-355-5493
Superintendent	Kenneth Gardner, Ed.D.	843-355-5571
Board Chair	Mrs. Barbara McKenzie	843-382-3980

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	37	55	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Excellent	Good	No
2004	Excellent	Excellent	Yes
2005	Excellent	Below Average	Yes

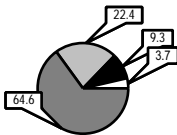
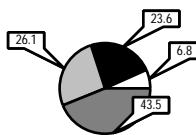
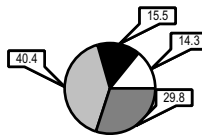
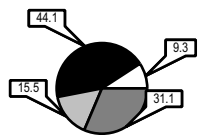
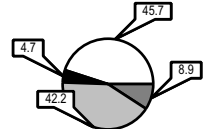
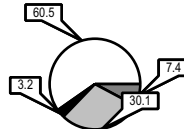
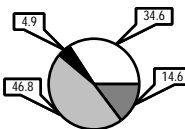
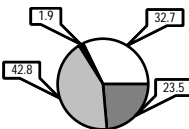
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

N/A

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	172	100.0	3.7	22.4	64.6	9.3	75.8	Yes	Yes
Gender									
Male	91	100.0	3.5	29.4	58.8	8.2	69.4		
Female	81	100.0	3.9	14.5	71.1	10.5	82.9		
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	167	100.0	3.2	22.4	65.4	9.0	76.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	141	100.0	0.8	18.0	69.9	11.3	88.7		
Disabled	31	100.0	17.9	42.9	39.3	0.0	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	172	100.0	3.7	22.4	64.6	9.3	75.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	172	100.0	3.7	22.4	64.6	9.3	75.8		
Socio-Economic Status									
Subsidized meals	164	100.0	3.9	22.9	64.7	8.5	74.5	Yes	Yes
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	172	100.0	6.8	26.1	43.5	23.6	76.4	Yes	Yes
Gender									
Male	91	100.0	8.2	31.8	43.5	16.5	70.6		
Female	81	100.0	5.3	19.7	43.4	31.6	82.9		
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	167	100.0	6.4	26.3	42.9	24.4	76.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	141	100.0	0.8	21.1	50.4	27.8	91.0		
Disabled	31	100.0	35.7	50.0	10.7	3.6	7.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	172	100.0	6.8	26.1	43.5	23.6	76.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	172	100.0	6.8	26.1	43.5	23.6	76.4		
Socio-Economic Status									
Subsidized meals	164	100.0	7.2	26.1	43.8	22.9	75.8	Yes	Yes
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	172	100.0	14.3	40.4	29.8	15.5	45.3
Gender							
Male	91	100.0	15.3	42.4	28.2	14.1	42.4
Female	81	100.0	13.2	38.2	31.6	17.1	48.7
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	167	100.0	13.5	40.4	30.1	16.0	46.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	141	100.0	6.0	40.6	35.3	18.0	53.4
Disabled	31	100.0	53.6	39.3	3.6	3.6	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	172	100.0	14.3	40.4	29.8	15.5	45.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	172	100.0	14.3	40.4	29.8	15.5	45.3
Socio-Economic Status							
Subsidized meals	164	100.0	15.0	41.2	28.8	15.0	43.8
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	172	100.0	9.3	15.5	31.1	44.1	75.2
Gender							
Male	91	100.0	10.6	22.4	34.1	32.9	67.1
Female	81	100.0	7.9	7.9	27.6	56.6	84.2
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	167	100.0	8.3	16.0	30.8	44.9	75.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	141	100.0	0.8	14.3	34.6	50.4	85.0
Disabled	31	100.0	50.0	21.4	14.3	14.3	28.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	172	100.0	9.3	15.5	31.1	44.1	75.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	172	100.0	9.3	15.5	31.1	44.1	75.2
Socio-Economic Status							
Subsidized meals	164	100.0	9.8	15.7	32.0	42.5	74.5
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	180	100.0	3.9	32.0	50.6	13.5	64.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	172	100.0	3.7	22.4	64.6	9.3	73.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	180	100.0	7.9	31.5	31.5	29.2	60.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	172	100.0	6.8	26.1	43.5	23.6	67.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	172	100.0	14.3	40.4	29.8	15.5	45.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	172	100.0	9.3	15.5	31.1	44.1	75.2
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 678)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.1%	Down from 6.6%	3.9%	3.0%
Attendance rate	96.7%	Down from 96.8%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.7%	Down from 20.0%	6.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.3%	Down from 20.0%	5.7%	3.2%
Eligible for gifted and talented	0.0%	Down from 1.6%	4.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.2%	Down from 8.5%	7.8%	8.2%
Older than usual for grade	1.2%	Down from 1.6%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	53.3%	Up from 52.4%	50.0%	52.6%
Continuing contract teachers	84.4%	Down from 90.5%	77.4%	83.3%
Highly qualified teachers	100.0%	Up from 95.0%	91.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	3.0%	0.0%
Teachers returning from previous year	88.8%	Up from 84.6%	83.1%	87.0%
Teacher attendance rate	94.1%	Up from 92.3%	94.9%	95.0%
Average teacher salary	\$39,334	Up 2.8%	\$40,366	\$41,703
Prof. development days/teacher	12.0 days	Down from 13.4 days	14.4 days	12.8 days
School				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.1 to 1	16.3 to 1	18.8 to 1
Prime instructional time	90.2%	Up from 88.7%	88.8%	89.8%
Dollars spent per pupil*	\$5,257	Up 0.9%	\$7,482	\$6,242
Percent of expenditures for teacher salaries*	67.4%	Down from 68.3%	63.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	93.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

W. M. Anderson Primary School is an award winning school that believes in the adage that all children can learn and achieve high levels of academic success. We believe that through collegial and cooperative efforts within the school community, we will be able to educate the whole child and bring about sustained academic excellence for every child. Passion and commitment are the traits which are emphasized throughout the school community and all students know that excellence is expected.

At W. M. Anderson Primary School, we strive to engage all instructional staff in ongoing staff development activities to provide scientifically-researched based strategies and training to enhance their effective classroom facilitator roles. Various instructional strategies and methodologies, deemed to be the best practices for closing the achievement gap toward academic excellence for all students, are utilized. Instructional programs and strategies include: Creative Curriculum, Cunningham Four Blocks, Saxon Phonics, Differentiated Instruction, Standards in Practice, Language Enrichment Acceleration Program, Reading Counts, Six Plus One Writing, Brain-Based Research strategies, The Early Childhood Environmental Rating Scale (ECERS), State Improvement Grant (PBIS and DIBELS), Gardner's Transitional Program for kindergarten students, after-school tutoring for second and third grade students with an academic assistance plan, and an after-school and summer academics/visual arts enrichment care program for students ages three through twelve.

We sincerely acknowledge the efforts of our parents, PTA members and officers, School Improvement Council members, Title I Planning Team members, and various business partners. W. M. Anderson Primary School has been recognized for three consecutive years for closing the achievement gap between the performance of students who are economically advantaged and those who are economically disadvantaged and/or between the performance of students who are of different ethnic backgrounds.

Preston Grimsley
School Improvement Chair

Jennifer G. Gardner, EdD
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	48	139	59
Percent satisfied with learning environment	97.9%	94.2%	94.7%
Percent satisfied with social and physical environment	97.9%	95.6%	94.8%
Percent satisfied with school-home relations	83.3%	91.2%	86.0%

*Only students at the highest elementary school grade level at this school and their parents were included.